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ABSTRACT

During 1990-91, New Mexico State University's (NMSU's) Dona Ana Branch Community College (DABCC) continued to feel the effects of its fourth year of rapidly increasing enrollments. The defeat of bond issues that would have funded facility expansions resulted in critical space shortages. The 27% increase in headcount enrollments between spring 1990 and spring 1991 was accommodated by a 16% budget increase, a 22% increase in faculty and staff positions, and the use of classrooms on the NMSU campus and off-campus locations. Other highlights of 1990-91 included the following: (1) three new associate in applied science programs, in Fashion Merchandising, Fire Science and Aviation Technology, were instituted; (2) new adult basic education initiatives included the establishment of workplace literacy classes, the funding and development of the Student Literacy Corps project to train community college students as tutors, and a computerized reading development pilot program; (3) DABCC became fully responsible for educational programs offered at the U.S. Army's White Sands Education Center; (4) articulation with three school districts was expanded through the development of the Area Vocational School (AVS) program, which provides college-level occupational courses for high school juniors and seniors; (5) the Small Business Development Center counseled 92 new clients and sponsored 16 workshops and seminars; and (6) DABCC hosted three faculty members from a vocational school in Lerdo, Mexico, as part of the Lerdo-Las Cruces Sister City Program, helping DABCC faculty develop the cultural understanding needed to teach in a border environment. Enrollment data are provided. (JSP)

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DOÑA ANA BRANCH COMMUNITY COLLEGE

Annual Report

1990 - 1991

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August 1991

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ANNUAL REPORT

1990-1990

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Annual Report

Growth and Facilities

The predominant theme for Doña Ana Branch Community College in 1990-1991 was **continued growth in enrollment**. [See Table 1 on page 2 for information on student enrollments by program.] The defeat of the county-wide bond issue on September 20, 1990, and the statewide bond issue on November 6, 1990, which would have provided funding for expanded facilities, combined with this fourth year of rapidly increasing enrollments, resulted in **critically inadequate space in the present facility**.

The Community College administration has explored alternative funding and submitted to the Commission on Higher Education a **request for funding of \$4.43 million for construction of a general classroom/office/student services building and \$3.95 million for construction of a technical training center**.

The DABCC administration has also dealt with the critical lack of space by using **alternative facilities** when possible. Fifty-nine sections of Developmental Studies classes were held in classrooms in Milton Hall on the NMSU campus. More Adult Basic Education classes were moved off campus into community facilities. The Community Education Program has offered more of its programming off campus utilizing Oñate High School, Memorial Medical Center, and the University Terrace Good Samaritan facilities. The development of the Gadsden Education Center in the southern part of the county in a school building owned by the Gadsden Independent School District is an initiative that not only will increase the space available but will allow DABCC to provide access to higher education to this geographic segment of its constituency that has been underserved. Classes held at widely scattered sites around the city and county present challenges to administrative and academic support. To provide adequate office space for the Small Business Development Center, faculty and staff, a classroom was remodeled and subdivided into seven offices and a secretarial/reception area.

The **27 percent enrollment increase** was accommodated with a **16 percent budget increase to \$7,326,528** and a **22 percent increase in faculty and staff positions**, from 93 to 113 regular positions.

Program Changes

The first class of Paramedics enrolled and completed the certificate portion of the program this year. One hundred percent of the entering class graduated. The DABCC Paramedic program was approved as one of the first decentralized programs in the state, leaving the umbrella organization, the Emergency Medical Services Academy in the UNM Medical School. The Paramedic program is seeking accreditation from the Joint Review Committee.

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Table 1 Student Enrollment

		FALL 1990		PERCENT CHANGE FROM FALL 1989		SPRING 1991		PERCENT CHANGE FROM SPRING 1990	
		FTE	HEADCOUNT	FTE	HEADCOUNT	FTE	HEADCOUNT	FTE	HEADCOUNT
CCDE	Developmental English	153.07		27.8%		113.87		6.7%	
CCDM	Developmental Math	468.53		76.6%		316.80		28.4%	
CCDS	Develop. Reading	55.07		-2.2%		32.07		19.3%	
OEAD	Architectural Tech.	46.67	73	15.5%	10.6%	46.80	67	19.6%	-11.8%
OEAR	Heating, A/C, Refrig.	39.27	51	53.4%	27.5%	21.27	54	-19.8%	58.8%
OEAT	Automotive Tech.	41.73	45	15.5%	55.2%	36.93	45	-10.2%	40.6%
OEAV	Aviation Technology	1.40				1.60			
OEBT	Building Technology	7.76	11	-36.1%	-31.3%	6.40	13	-30.4%	0.0%
OEBU	Occupational Business	59.60	88	-8.3%	-1.1%	77.60	118	28.5%	26.9%
OECC	Child Care "Nanny"	13.20	1			11	9	89.7%	
OECD	Computer Aided Draft.	26.40	50	-5.0%	6.4%	32.53	66	0.4%	94.1%
OECs	Computer Technology	110.60	106	6.0%	11.6%	123.33	131	10.2%	56.0%
OEMM	Paramedic	9.20	5			35.67	18		
OEEs	Electronic Service	54.47	104	5.3%	-8.0%	42.60	95	13.1%	-6.9%
OEFM	Fashion Merchandising	3.00				6.20	8		
OEFS	Fire Science	4.60	2			7.00	6		
OEHS	Hospitality Services	8.40	5			5.80	15		
OELA	Legal Assistant	5.20				5.20			
OEMT	Emergency Medical	21.87	10	72.7%	100.0%	4.47	10		
OERT	Radiologic Technology	23.13	31	19.7%	-11.4%	23.00	36	-3.4%	16.1%
OEWT	Welding Technology	19.00	18	-6.9%	-35.7%	25.80	22	11.8%	0.0%
OEWU	Water Technology	49.87	73	25.2%	17.7%	48.60	76	29.7%	23.8%
S A	Secretarial Admin.	158.87	182	-4.6%	-7.1%	163.80	163	-5.1%	-12.4%
	Community Service	33.05				21.92		47.9%	
	White Sands Res. Cntr.	101.47	185	154.9%	34.1%	84.93	146	10.0%	0.0%
	Main Campus		1001		106.5%		710		53.3%
	Unclassified		1214		50.1%		1029		20.4%
	TOTAL	1533.12	3290	34.7%	38.7%	1322.98	2877	17.0%	27.4%
	SUMMARY								
	Developmental Studies	676.67		53.3%		462.73		21.7%	
	Occupational Education	721.93	990	10.7%	3.5%	753.40	992	14.4%	24.8%
	Other	134.52	2400	200.5%	58.7%		1885	-100%	28.8%
	TOTAL	1533.12	3290	34.7%	38.7%	1216.13	2877	7.6%	27.4%

Fashion Merchandising and **Fire Science** are occupational programs which first offered courses in Fall 1990. The **Aviation Technology** program was begun as a joint venture with North American Institute of Aviation in Las Cruces to train commercial pilots in an associate degree program.

DABCC is expanding occupational program offerings as needs and demand are identified. The Community College this year has positioned itself and explored the potential for further program development in **allied health and high technology training areas**. The identified need for allied health training in this area is great. Opportunities for high tech training in support of objectives of other units of the university as well as regional economic development are manifesting themselves; e.g., a manufacturing technology program in cooperation with the College of Engineering. Lack of facilities and capital equipment places the greatest constraint on program development.

The other side of program development in response to community needs is the discontinuing of programs that no longer appear to serve those needs. The decision was made to **inactivate the Building Technology program** at the end of the 1990-1991 academic year, as enrollments had decreased and graduates were no longer hired in preference to untrained workers by the area construction industry.

New initiatives in **Adult Basic Education** at DABCC expanded the services of this dynamic component of the Dofia Ana Branch Community College. The needs in this area are great and ABE is able to respond to them with innovative approaches. Sara Lee Hosiery contracted with DABCC to provide **Workplace Literacy** (ESL, pre-GED, and GED) classes over a three-month period. The U.S. Department of Education has funded DABCC to conduct the **Student Literacy Corps** project utilizing Community College students to tutor persons in the College's adult basic education program in basic reading, English and mathematics. The computerized Reading Development Program has been started as a pilot project in a computer lab at DABCC, an attempt to apply high tech solutions to basic literacy needs.

The **Community Education** program has been modified to emphasize the continuing and community education aspects of the DABCC mission. A new credit short course was developed for Nurses Assistant. Many new non-credit courses were added, especially in computers. The main increase in contract training was generated by Commercial Drivers' License Refresher courses. [Table 2 presents the number of courses and enrollment for Community Education courses during 1990-1991.] In the Fall Semester 31 percent of the classes were held off campus; in the Spring Semester 17 percent of the classes were held off campus.

Table 2 **Community Education Enrollments**

Course Category	Fall 1990			Spring 1991	
	Number of Courses	Enrollment		Number of Courses	Enrollment
Credit Short Courses	4	72		9	168
Non-Credit Vocational	17	220		35	528
Self-Supporting	4	41		13	236
Contract Training	2	52		15	300
Total	27	385		72	1232

The year 1990-1991 was the second of a two-year transition period at the end of which DABCC became fully responsible for operation of the DABCC/White Sands Education Center. Effective Spring II term 1991 the Army Education Center installed a four-year institution, Troy State University (TSU), to offer completion coursework for bachelor degree programs. At this time, NMSU ceased to offer upper division courses; and lower division general education courses, as well as associate degree programs, were offered under the auspices of DABCC. TSU accepts NMSU/DABCC lower division coursework as meeting the requirements of the first two years of general studies requirements toward a bachelor degree. During the five nine-week terms of 1990-1991 NMSU/DABCC offered 102 courses at the White Sands Education Center serving 1,052 students. A total of 1,448 enrollments produced 4,570 student credit hours.

With the employment of a counselor assigned to the Area Vocational School (AVS) in July 1990, this program was solidified and expanded. [Tables 3 and 4 present statistics on AVS enrollments.] The Area Vocational School is an educational program in which high school juniors and seniors from the Gadsden, Hatch, and Las Cruces school districts may take occupational education courses at DABCC. With the passage of concurrent enrollment legislation in 1990, both the school districts and the community college counted the AVS students for funding purposes.

Planning for the Gadsden Education Center during this year will culminate in 18 different college courses offered in southern Doña Ana County Fall 1991 Semester. The Gadsden Independent School District initiated this project by offering a vacant elementary school building to DABCC in which to offer occupational courses to Gadsden High School Students under the AVS program. DABCC agreed to furnish and equip the building and develop programs and provide staff. The availability of this facility enabled the Community College to schedule developmental and general education courses, in addition to occupational courses, to serve this segment of the population closer to their homes.

The activities carried out by the Community College in adult basic education, community education, area vocational school and off-campus programming support the community college mission and increase its visibility by responding to community needs.

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Table 3 Area Vocational School Enrollments by High School

District High School	Fall 1990					Spring 1991					
	Number Assessed	Number Admitted	%	Number Enrolled		%	Number Assessed	Number Admitted	%	Number Enrolled	%
Gadsden Independent School District Gadsden High School	25	20	80%	13	52%		5	4	80%	3	60%
Hatch Valley Municipal Schools Hatch Valley High School	4	1	25%	0	0%		0	0	0%	0	0%
Las Cruces School District											
Las Cruces High School	10	8	80%	6	60%		16	14	88%	8	50%
Mayfield High School	9	7	78%	6	67%		9	6	67%	6	67%
Ocate High School	8	8	100%	8	100%		7	4	57%	4	57%
San Andres High School	2	1	50%	1	50%		0	0	0%	0	0%
Total	58	45	78%	34	57%		37	28	76%	21	58%

Table 4

Area Vocational School Enrollments by Program

DABCC Program	Fall 1990	Spring 1991	Total
Architectural Technology	1	3	4
Automotive Technology	2	1	3
Computer Aided Drafting	-	-	-
Electronic Service	3	4	7
EMT/Paramedic	2	3	5
Fashion Merchandising	2	4	6
Fire Science Technology	-	1	1
Heating, A/C, & Refrigeration	1	2	3
Hospitality Services	-	-	-
In Home Child Care	2	4	6
Secretarial Administration/Word Processing	1	1	2
Computer Technology	8	6	14
Occupational Business	6	9	15
Water Technology	1	1	2
Welding Technology	3	5	8
TOTAL	34	44	78

Organization Changes

Four new positions were added to the professional staff: Assistant to the Provost, Project Director reporting to the Associate Provost, and Computer Specialist and Fiscal Specialist in the business section. These positions allow for more specialized division of labor within the administration of DABCC and provide more support for faculty and staff in areas of planning, research, grant writing, computing, fiscal management, and program development and evaluation. The positions of Literacy Coordinator in Adult Basic Education and Project Specialist in the Small Business Development Center were also created and filled.

During Spring 1991, the division system was developed for implementation in July 1991, allowing for more effective administration and supervision of academic departments. It is expected that 1990-1991 will have been the peak year in enrollment growth at DABCC for the 1985-1995 decade. These organizational changes have streamlined the Community College administration to manage the larger numbers of students, staff and programs without major structural modifications.

Activities in Support of Mission

In February 1991, an Outcomes Assessment Task Force of DABCC faculty and staff was appointed and began work to design an Outcomes Assessment Program for the Community College that identifies outcomes addressed by the mission statement: occupational education, developmental education, community education, adult basic education, and access. The Task Force is charged with identifying the indicators of effectiveness in fulfilling these missions and developing a plan to collect the necessary data. Data collection will be complicated because of the co-mingling of students on the DABCC and NMSU campuses. It is expected that information will be collected by longitudinally tracking students and programs, and that this information will be reported to the Community College faculty and staff and used for institutional and program planning and improvement. In this sense, outcomes assessment is considered a part of the planning activities of the Community College.

Two events were planned for the professional development of the DABCC faculty and staff. In October 1990, an all-day retreat was held on the topic of cultural diversity. In January 1991, a day prior to the first day of classes was devoted to a workshop on the effects of technology on the community college. During Spring 1991 Semester DABCC hosted three faculty members from Centro Bachillerato Tecnologico Industrial y de Servicios No. 4, a vocational school in Lerdo, Mexico, as part of the Lerdo—Las Cruces Sister City Program. These faculty members were integrated into the Community College community during their semester-long stay and the exchange resulted in better cultural understanding among the DABCC faculty and staff that is reflected as they teach in the border environment.

These activities have enabled DABCC staff to explore the institution's mission, environment, and anticipated changes. The community college must recognize and enhance the dignity and power of individuals, and at the same time it must respond to the needs of the nation to remain competitive in the global economy by training students in advanced technology.

Progress Toward Goals

Seven goals were identified by the Strategic Planning Committee in 1989. Progress toward these goals is reported as follows:

GOAL ONE: *Sustain an educational environment founded on instructional excellence and student success.*

- Three new AAS programs were initiated: Fashion Merchandising, Fire Science, and Aviation Technology.
- A total of 162 associate degrees and 74 certificates were awarded. GEDs were issued to 354 students; U.S. citizenship status was awarded to 103 students; certificates of satisfactory pursuit were awarded to 205 amnesty students.
- Outcomes Assessment Task Force has been established and its report is expected by December, 1991.

GOAL TWO: *Increase access to the community college for all the people throughout our service area.*

- Planning for the Gadsden Education Center to offer AVS occupational, developmental, and general education courses in southern Dofia Ana County.
- Operation of the DABCC/White Sands Residence Center becomes the responsibility of the Community College, allowing DABCC to offer associate degree programs and lower division coursework in general studies.
- A new learning center in Sunland Park more than doubled available space for Adult Basic Education in the area.
- A community survey was completed in Spring 1990, and a report issued in September 1990.
- Articulation agreements with the three school districts in the county were signed Fall 1990.

GOAL THREE: *Intensify communications and assume a greater partnership role with the community in serving the educational and economic needs of Dofia Ana County.*

- Community Education programming increased.
- Workplace Literacy classes were offered to employees of Sara Lee Hosiery.
- Small Business Development Center counseled 92 new clients and sponsored 16 workshops and seminars for small business owners and managers in the area.
- Faculty and staff participate and hold leadership positions on governmental boards, civic groups and non-governmental agencies.

GOAL FOUR: *Provide staff and facilities to serve a rapidly increasing enrollment.*

- Six professional staff positions, nine instructional staff positions, and five classified staff positions were created and filled, increasing the number of regular faculty and staff members to 113.
- Temporary measures to accommodate continuing growth during 1990-1991 included using main campus classrooms 46 hours per week, and seeking off-campus locations for adult basic education, community education, and credit programs.

GOAL FIVE: *Evolve into a comprehensive community college.*

- Responsibility for non-traditional programs was taken over from the College of Human and Community Services.
- General education courses are offered at the DABCC/White Sands Education Center and will be offered at the DABCC/Gadsden Education Center.

GOAL SIX: *Develop funding resources to meet the educational needs of a rapidly expanding comprehensive community college.*

- A \$7,440 grant from the State Library Association was received to fund the purchase of Bibliofile, an automated cataloging system, for the Library Media Center.
- A grant of \$49,300 was obtained from the U.S. Department of Education for the Student Literacy Corps program, through which Community College students will learn tutoring skills and work within the DABCC Adult Basic Education program.
- A total of \$459,528 was granted from Carl Perkins Vocational Education funds to support handicapped and disadvantaged student services, new program initiatives, Small Business Development Center, Chef's Apprenticeship Program, and Area Vocational School Program.
- Non-formula funding was received from the State Legislature to accommodate the unusually large enrollment increase.

GOAL SEVEN: *Maintain a close relationship with New Mexico State University to serve our students and fulfill our community college mission.*

- Transfer of the final group of Developmental Studies classes completed the legislatively mandated revision of the mission for the University and the Community College.
- Laser optic line laid between main campus and DABCC campus in Summer 1991.